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ABSTRACT

Twenty successfully field tested learning activities are designed to help junior high school students develop skills in reading social studies materials, critical thinking, geography, and history. Each self-contained activity includes background information, examples, and student exercises. Activities for improving content readings focus on key words, sexist words, social studies terms, important facts, and who, what, where, when, how, and why questions. To develop critical thinking skills, students complete exercises using flow charts, objective questions to ask for specific information, ratings, and sources of information concerning the achievements of significant persons. Activities to develop skills in interpreting maps and globes focus on map directions and keys, places in the news, places which share physical features in common, and places where important events occurred. Students develop skill in understanding time and chronology by learning to discriminate myths from facts, to recognize the importance of dates, to distinguish primary and secondary sources, to read time lines, and to analyze current events. A checklist of social studies skills and a skills test are included. (RM)

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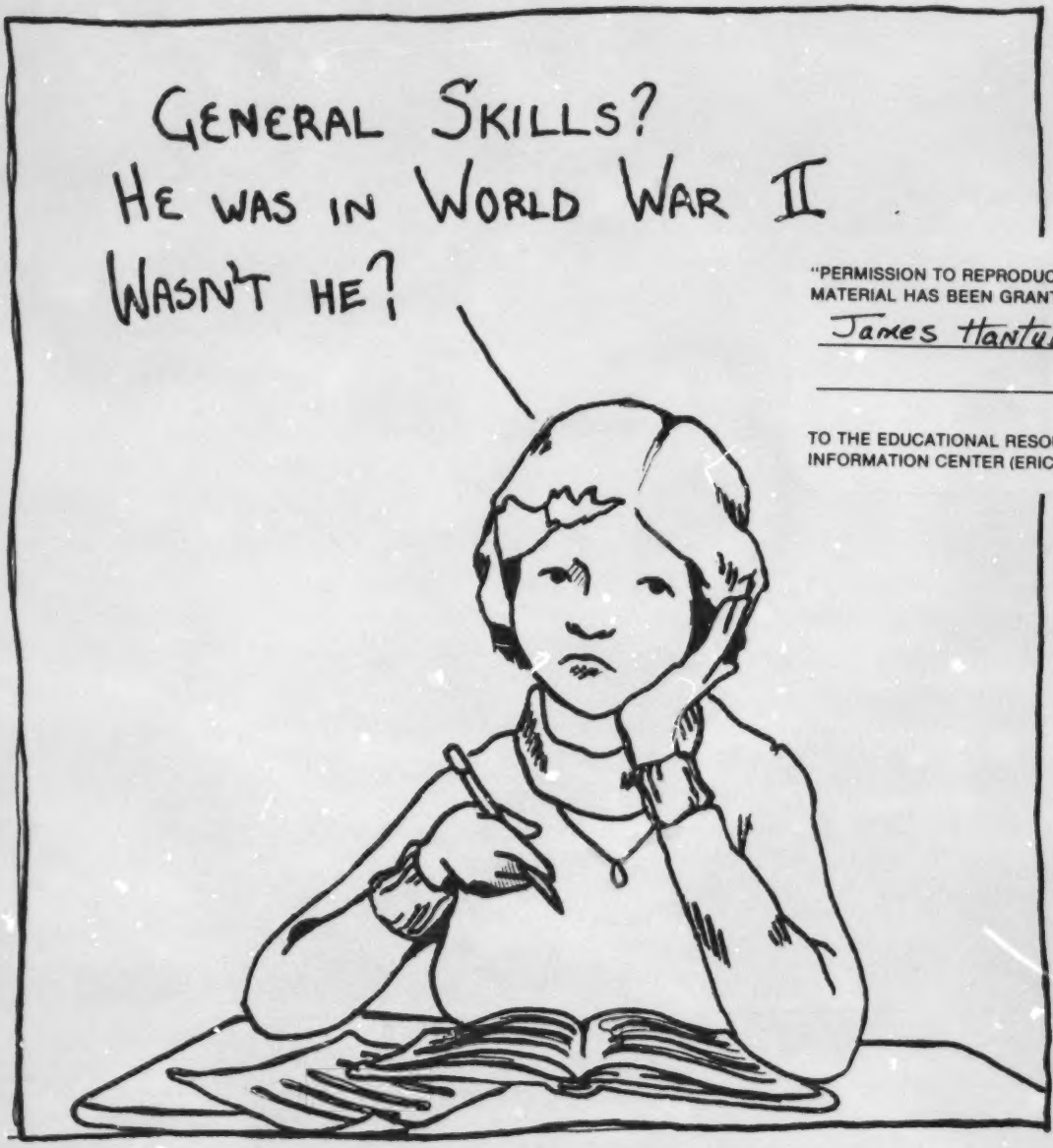

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BASIC SOCIAL STUDIES SKILLS

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1982 2

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Foreword

In recent years, there has been a significant decline in mastery of basic skills by secondary students in contrast to no significant change by elementary students. Between 1972 and 1976, for example, the National Assessment of Social Studies indicated a significant decline for 13-year-olds and 17-year-olds but not for 9-year-olds. The decline for 13-year-olds was greater than the decline for 17-year-olds.[1] Clearly, an effective skills program for junior high school students is a priority of social studies education.[2] Forward to the basics is a current need.[3]

One way to meet this need is to provide appropriate learning activities which develop general and specific skills. General skills are shared by social studies with other subjects. These inquiry skills include: locating information, organizing information, evaluating information, communicating information, interpreting information, and working with others. Specific skills are the major responsibility of social studies. They include: reading social studies materials, social studies comprehension, interpreting maps and globes, understanding time and chronology.[4]

To aid the social studies teacher in this task, twenty learning activities are identified in Basic Social Studies Skills

for developing specific skills. For developing skill in reading social studies materials, five learning activities focus upon:

1. Keywords;
2. Sexist Words;
3. Terms;
4. Important Facts; and
5. Who, What, Where, When, How, and Why Questions.

For developing skill in applying skills to social issues, five learning activities focus upon:

6. Flow Charts;
7. "Objective" Questions;
8. Ratings;
9. Significant Persons; and
10. Who Says So?

For developing skill in interpreting maps and globes, five learning activities focus upon:

11. Map Directions;
12. Map Keys;
13. Places in the "News";
14. Similar Places; and
15. Where Did It Happen?

Finally, for developing skill in understanding time and chronology, five learning activities focus upon:

16. Curses;
17. Dates
18. Primary and Secondary Sources;
19. Time Lines; and
20. What's Happening Now?

In carrying out these learning activities, the following procedures are recommended:

1. allow adequate time for teaching;
2. provide an encouraging instructional environment;
3. teach each skill in small steps;
4. correct student mistakes;
5. have students practice each skill;
6. recycle students through the new materials until they achieve mastery;
7. evaluate each student's classwork with a pretest and posttest.[5]

Basic Social Studies Skills is useful for implementing procedures 2, 5, and 7 in the classroom. Procedures 3 and 5 are implemented for each learning activity with a two-page "worksheet." On the first page, procedure 3 is implemented in two small steps. Step one is a Description of a single skill. Step two provides an Example of the skill. On the second page, procedure 5 is implemented by providing two opportunities for practicing the skill. Opportunity one (I.) is a series of true/false questions about each skill. Opportunity two (II.) is an application of the skill.

Procedure 7 is implemented for the twenty learning activities with a pretest and a posttest. The pretest is a checklist. On the checklist, a student is asked: Can you identify? interpret? locate? relevant information. A student responds: "Yes," "Sometimes," or "No." The checklist is divided into five parts. Each part includes twenty items. Except in Part V, the first fifteen items pertain to skills usually developed in elementary school. The last five items pertain to skills developed in secondary

school by using the learning activities. Parts I, II, III, and IV focus upon four specific social studies skills. Part V focuses upon skills in using selected reference books.

The posttest is a multiple choice test. The test evaluates learning fostered by the twenty learning activities. Items on the test pertain to social studies reading, social studies comprehension, skills of geography and history, and using reference books. The test includes fifty items. Moreover, the items evaluate two levels of student achievement. Level I items require students to recall information. Level II items require students to apply information. Level I and Level II items are distributed equally on the test.[6] Specifications for the test and checklist are indicated by Table A and Table B.

Table A is a table of specifications for the checklist according to skill content (using reference books, social studies reading, social studies comprehension, interpreting maps and globes, understanding time and chronology) and skill type (elementary, secondary). Table B is a table of specifications for the test according to skill content and skill level (I, II). In addition, Tables C, D, and E provide supplementary information. Table C is the answer key for the test. Table D lists corresponding items on the test and checklist according to learning activity.

These materials were field tested with secondary students enrolled in the Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls, Iowa 50613. Adapted to student maturity, they were used in several ways. The checklist was used to determine

the need to emphasize particular skills. Learning activities were infused into appropriate social studies units and were a "text" for a separate skills class. The test was used as a summative evaluation measure. Other ways to develop specific social studies skills are suggested by a Reference for each learning activity.

1. Keywords

Description: Keywords are words which provide insight into society and culture. Some keywords have one or two meanings. Other keywords have several meanings. Usually, keywords are used in explanation of controversial points of view. Many keywords are common words. Often, they confuse beliefs with facts about government, economics, and everyday life. Use of keywords tends to communicate basic belief towards society and culture.

Example:

Group 1	Group 2	Group 3
bureaucracy	automation	class
Communism	Capitalism	family
Confederacy	collective bargaining	ghetto
Democracy	industrial revolution	racism
suffrage	monopoly	urban

Test Yourself:

I. Circle ten words in the list noted above. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. These words are keywords.

____ 2. Group 2 is an example of keywords which provide insight into government.

____ 3. Group 1 is an example of keywords which provide insight into economics.

____ 4. Group 3 is an example of keywords which are used in explanations of controversial points of view.

____ 5. Keywords communicate facts about society and culture.

II. 1. List the circle words below. Define each word by using a glossary. from a textbook. Write your definition below.

Word	Definition
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Using the circled words, answer the following questions with a "yes" or "no."

____ 2. Are the words keywords?

____ 3. Do the majority of the words apply to government?

____ 4. Do the majority of the words apply to economics?

____ 5. Do the words communicate beliefs about society and culture?

2. Sexist Words

Description: Sexist words are words which apply to one sex and not the other. Some sexist words can apply only to one sex. Other sexist words are words which have sexist roots or are sexist in another language. Many words do not seem to be sexist but are used often to refer to only one sex. Sexist words include words with no parallel job title; words of comparison with animals, plants, and food; words of approval and disapproval; and names. Use of sexist words tends to communicate feelings of prejudice towards one sex.

Examples:

Group 1	Group 2	Group 3
batman	(you big) ape	bob cat
candy-striper	black sheep	brown betty
dame	buck	carol
G-man	(social) butterfly	clay
gold-digger	chick	dear John letter
hobo	meatball	eve
hula dancer	Mother Goose	jim dandy
lawman	mushy	lazy susan
meter maid	sea dog	tom cat
weatherman	wall flower	(shrinking) violet

Test Yourself:

I. Circle ten words in the list noted above. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. These words are sexist words.

____ 2. Group 1 is an example of sexist words with no parallel job titles.

____ 3. Group 2 is an example of sexist words with comparisons to mythological beings.

____ 4. Group 3 is an example of sexist words of approval and disapproval.

____ 5. Sexist words are words which apply to either male or female sex.

II. 1. List the circle words below. Define each word by using a dictionary. Write your definition below.

Word	Definition
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Using your circle words, answer the following questions with a "yes" or "no."

____ 2. Are the words sexist?

____ 3. Do the majority of the words apply more to the female sex?

____ 4. Do the majority of the words apply more to job titles?

5. Make a list of ten other sexist words not noted above.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____

3. Terms

Description: Social studies terms are words which have special meaning in social studies. In a textbook, social studies terms are usually printed in bold type. A set of social studies terms is usually identified at the end of each chapter. Definitions of social studies terms are usually given in a glossary placed at the end of the textbook. The glossary is used as reference for defining social studies terms in your own words. A definition of a social studies term describes its special meaning, and notes an example illustrating the term.

Examples:

Group 1	Group 2
abolotion	Abraham Lincoln
civil rights	Des Moines, Iowa
nationalism	1978
revenue	Malcolm Price Laboratory School
tyrant	United Nations

Test Yourself:

I. Circle the social studies terms in the list noted above. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of these words are social studies terms.

____ 2. Group 1 is an example of social studies terms.

____ 3. Group 2 is an example of words which are not social studies terms.

____ 4. Definitions of words in Group 1 would probably be found in a glossary of a history textbook.

____ 5. The words "United Nations" would probably be found in a glossary of a history textbook.

II.

1. List the circle words below. Define each word by using a glossary. Then write each definition in your own words and give an example illustrating the term.

Word	Definition (Glossary)	Definition (In Your Own Words)	Example
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Using your circled words, answer the following questions with a "yes" or a "no."

____ 2. Are the words social studies terms?

____ 3. Are the words printed in bold type in a textbook?

____ 4. Are the words defined in a glossary of a textbook?

____ 5. Can you define each term in your own words and give an example illustrating the term?

4. Important Facts

Description: Important facts are facts which require written notes after reading an assignment. Important facts are often indicated by a title, an introduction, boldface print, a summary, and questions included in the assignment. In addition, important facts can be determined by devising questions to be answered from the assignment. By answering the questions in your own words, important facts can be more easily recalled for future use. These questions and answers are written on a single piece of paper. Questions are used to review before a class discussion or test. Answers are used only if the questions cannt be answered readily. Five to ten minutes are usually enough to review the important facts in each assignment.

Examples:

The Treaty of Paris (1783)

On September 3, 1783, the Treaty of Paris was signed at Pris. The Treaty acknowledged the independence of the United States, with the Mississippi as its western boundary. It stated the Mississippi was to be open to shipping by both the United Kingdom and the United States. It provided Newfoundland fisheries to be shared by the Americans. It encouraged the Congress to "recommend" to the states that they restore property to the British. It returned Florida to Spain and returned islands in the West Indies which had been captured by the British to France and Spain. Due to the efforts of the negotiators, the United States gained every point on which it insisted.

Test Yourself:

I. Circle the important facts included in the paragraph noted above. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. There are several important facts in the paragraph.

____ 2. Two important facts are indicated by boldface print.

____ 3. The title describes what is included in the paragraph.

____ 4. The introduction and the summary describe the same important facts.

____ 5. The important facts in the paragraph can be written on one piece of paper.

II.

1. Choose an article or chapter and note 5 important facts. Write the important facts below:

_____

_____

_____

_____

_____

Using your notes, answer the following questions with a "yes" or "no."

____ 2. Is one of the important facts indicated by the title?

____ 3. Is one of the important facts indicated by an introduction?

____ 4. Is one of the important facts indicated by a summary?

5. Devise three questions and answers about the article or chapter. Write the questions and answers below.

Questions	Answers
_____	_____
_____	_____
_____	_____

5. Who, What, Where, When, How, Why Questions

Description: Who? what? where? when? how? and why? questions are questions about events. Answers to these questions are the content of social studies. Answers to who? questions identify names associated with events. Answers to what? questions identify ideas or objects. Answers to where? questions identify places. Answers to when? questions identify dates. Answers to how? questions identify processes of change. A complete understanding of a unit of study in social studies includes answers to each of these questions.

Examples:

Group 1	Group 2
Columbus discovered America	How did Jimmy Carter become President of the United States?
When was the automobile invented?	Why did Nazi Germany lose World War II?
Who was President during the Civil War?	Who was the "founding father" of Communism?
Peking is the capital of _____.	What was the material used to build Interstate Highway 80?
What was the cause of World War I?	

Test Yourself:

I. Underline who? questions in the above list. Circle what? questions. Cross out where? questions. Identify when? questions with the letter D. Identify how? questions with the letter H. Identify why? questions with the letter W. Determine if the following statements are true. Mark a + if the statement is true. Mark an 0 if the statement is false.

1. All of the examples are questions.
2. What? questions are more numerous in Group 1 than any other questions.
3. Why? questions are not included in Group 1 or Group 2.
4. Where? questions are answered by identifying dates.
5. When? questions identify reasons which explain processes of change.

II.

1. Write an example of who, what, where, when, how, and why questions. Answer the questions. Write the questions below:

	Questions	Answers
Who?	_____	_____
What?	_____	_____
Where?	_____	_____
When?	_____	_____
How?	_____	_____
Why?	_____	_____

Using your questions and answers, answer the following questions with a "yes" or "no."

_____ 2. Does each question ask about an event?

_____ 3. Is each answer important for understanding social studies?

_____ 4. Does the answer to the how? question identify a process of change?

_____ 5. Does the answer to the why? question identify a reason which explains a process of change?

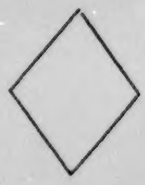
For each "no" answer, rewrite your questions and answers. Change your "no" answers to "yes."

Learning Activities to Develop Skills in Critical Thinking

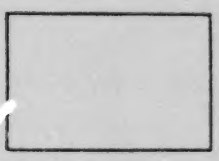
6. Flowcharts

Description: Flowcharts are diagrams which show logical steps followed in completing a task. Each step is illustrated by a symbol. For example, a flowchart could be made to illustrate the logical steps followed in solving the "bottle problem" These steps include gathering raw materials, transporting materials, manufacturing bottles, recycling or dumping bottles. Additional steps would be necessary to make a more complete flowchart. These steps could be illustrated by using the symbols noted below.

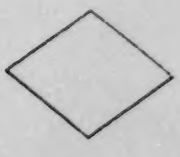
Examples:



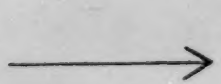
This symbol is used to indicate the starting point.



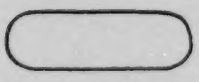
This symbol is used to indicate any way to carry out the task except a decision



This symbol is used to indicate a decision needs to be made.



This symbol is used to indicate sequence of steps.



This symbol is used to indicate a stopping point.

Test Yourself:

I. Make a flowchart of the "bottle problem." Use the flowchart and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement if false.

____ 1. The flowchart illustrates the steps needed to complete a task.

____ 2. The flowchart lists logical steps in solving the problem.

____ 3. Returning bottles to a retailer is indicated on the flowchart with a symbol.

____ 4. After filling bottles, the next step on the flowchart is to clean the bottles.

____ 5. Each step on the flowchart leads to another step to be followed.

II.

1. Identify another social problem and make a flowchart which indicates the steps needed to solve the problem. Draw the flowchart below. Using your flowchart, answer the following questions with a "yes" or "no."

____ 2. Is each step on the flowchart identified with a symbol?

____ 3. Are different symbols used on the flowchart?

____ 4. Does each symbol on the flowchart identify correctly each step?

____ 5. Do the symbols indicate logical steps in solving the problem?

For each "no" answer, correct your flowchart. Change your "no" answer to "yes."

7. "Objective" Questions

Description: "Objective" questions are questions which ask specific information. Good questions are clear and definite. They do not have any words to confuse or mislead you. They may be easy or hard to answer. They can be answered with only one correct answer. "Objective" questions include true or false questions, matching questions, multiple choice questions and short answer questions. True or false questions are answered with false if any part of the question is false. Matching questions are answered with a choice which relates things. Multiple choice questions are answered with the best possible answer. Short answer questions are answered with a few words indicating an appropriate name, date, place, or contribution, definition, illustration, or example.

Examples:

Group 1

Discuss the factors that influenced the the locations of Des Moines, Omaha, and Kansas City.

Military aviation was a decisive factor in the:

A. Civil War;
B. Spanish-American War;
C. World War I;
D. World War II

Group 2

True or False: Asia is the largest continent.

Name two instruments used to measure weather.

The cause of World War I was _____.

Match the person with the appropriate achievement by drawing lines:

Person	Achievement
Adolf Hitler	leader of Communist China
Mao Tse-tung	President of the United States
F.D. Roosevelt	leader of Nazi Germany

Test Yourself:

I. Circle the "objective" questions in the list noted above. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement if false.

____ 1. These questions are examples of "objective" questions.

____ 2. Group 1 is an example of multiple choice questions.

____ 3. Group 2 is an example of matching questions.

____ 4. Groups 2 is not an example of "objective" questions.

____ 5. Questions 1, 2, 3, and 4 are examples of true or false questions.

II.

1. List 3 circled questions below. Answer each question.

Question	Answer

Using the circled questions, answer the following questions with a "yes" or "no."

____ 2. Do the questions ask for specific information?

____ 3. Can the questions be answered with only one correct answer?

____ 4. Are the majority of the questions examples of true or false questions?

5. Change 2 questions, which you did not circle, into "objective" questions. Write your "objective" questions below. Answer each question.

Question	Answer

8. Ratings

Description: Ratings are value judgments about something. A rating contains two parts: a value object and a value term. A value object is that which you are rating. For example, in rating a Snicker's candy bar, the Snicker's candy bar is a value object. A value term is the judgment which you make about the value object. For example, you might make the judgment that a Snicker's candy bar tastes good. Good is a value term in your rating of a Snicker's candy bar. A rating does not communicate factual information. A rating is not a criterion for making logical judgments about a group of value objects. A rating is a value judgment about a specific object.

Examples:

Group 1	Group 2
The desk is made of wood.	The desk is beautiful.
The orchestra includes many different musical instruments.	The orchestra plays well.
The film used in history class is black and white.	The film used in history class is interesting.
Taxation without representation started the Revolutionary War.	Taxation without representation was "bad" politics before the Revolutionary War.
"Mac's" hamburgers are made with pork and beef.	"Mac's" hamburgers taste good.

Test Yourself:

I. Circle the value objects included in the sentences noted above. Underline the value terms in these sentences. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 is the statement is false.

____ 1. All of these sentences are examples of ratings.

____ 2. Group 1 is an example of ratings.

____ 3. Group 2 includes sentences with value objects.

____ 4. Group 2 includes sentences with value terms.

____ 5. Group 1 and 2 refer to specific value objects.

II.

i. Compose 5 sentences expressing ratings. Write the sentences below.

_____

_____

_____

_____

_____

Using your sentences, answer the following questions with a "yes" or "no."

____ 2. Does each sentence include a value object?

____ 3. Does each sentence include a value term?

____ 4. Is each sentence an example of rating?

For each "no" answer, correct your sentences. Change your "no" answer to "yes."

5. Write 5 sentences expressing ratings not included above.

_____

_____

_____

_____

_____

9. Significant Persons

Description: Significant persons are persons who have made significant contributions. The contributions may be artistic, historic, political, economic, scientific, social, or cultural achievements. Significant persons are identified by occupation and examples of their achievements. Information about their occupation and examples of their achievements is available from autobiographies and biographies. Autobiographies are personal accounts of the significant person. Biographies are accounts by others of the significant person. Usually, reference books provide only biographies of significant persons.

Examples:

Group 1	Group 2	Group 3
Christopher Columbus	Alexander Graham Bell	Jane Addams
Benjamin Franklin	Jefferson Davis	Susan B. Anthony
Sam Houston	Thomas A. Edison	Andrew Carnegie
Thomas Jefferson	Henry Ford	Samuel Clemens
Meriwether Lewis	Alexander Hamilton	Samuel Gompers
Ferdinand Magellan	Andrew Jackson	Franklin Delano Roosevelt
William Penn	Abraham Lincoln	Theodore Roosevelt
George Washington	Thomas Paine	Booker T. Washington
Roger Williams	Eli Whitney	Woodrow Wilson
Brigham Young	Orville Wright	Martin Luther king

Test Yourself:

I. In the above list, significant persons in Group 1 are known usually by elementary students. Significant persons in Group 2 are known usually by junior high school students. Significant persons in Group 3 are known usually by senior high school students. Circle 2 names in each group which you know. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 is the statement is false.

____ 1. These persons made a significant contribution.

____ 2. Most of these persons were politicial leaders.

____ 3. Biographies of themselves were probably written by each person.

____ 4. Reference books probably have autobiographical information about these persons.

____ 5. Significant persons are persons who made contributions.

II.

1. Underline two other persons in each group and find out an achievement of each. Write the names, occupations, and achievements below.

Names	Occupations	Achievements

Answer the following questions with a "yes" or "no."

____ 2. Most of these persons made scientific contributions.

____ 3. Biographies of these persons were probably written.

Find two references in the library which provide biographical information about these persons. Write the titles of the references below.

4. _____

5. _____

10. Who Says So?

Description: One way to support an opinion is to identify someone who is accepted as a reliable source of information. Depending upon who says so, opinions can be informed or trivial. Answers to the question: Who Says So? do not determine a true or false opinion. Nor do these answers determine what is good or what is bad. Rather, these answers determine only the person who provided the information. If the person is accepted as reliable, an opinion is more likely to be considered an informed opinion. If the person is rejected as reliable, an opinion is more likely to be considered trivial.

Examples:

Group 1

A citizen said:

The amount of pollutants in the air is 47%.

A social studies teacher said:

The immediate cause of World War I was an assassination.

The Chairman of the Democratic Party said:

Democrats obey the law more than Republicans.

Group 2

A Rock and Roll Singer said:

Teenagers in America don't like to drink.

An American newspaper editorial said:

Japan is building a strong army.

A Supreme Court Judge said:

Nuclear testing is harmful to human life.

Test Yourself:

I. Circle the persons noted above who you accept as a reliable source for the information provided by each statement. Determine if the following statements are true or false. Mark a + if the statement if true. Mark a 0 if the statement if false.

____ 1. All of these statements can be identified by a person who made each statement.

____ 2. Circled statements indicate informed opinions.

____ 3. Circled statements are true statements.

____ 4. The persons who made the circled statements are reliable.

____ 5. Statements which are not circled are trivial opinions.

II.

1. List below three persons who you think made reliable statements. Identify another person who could add additional support for the statement. Write the name of the person below.

Persons who made reliable statements	Another reliable person

Answer the following questions with a "yes" or "no."

____ 2. Are these persons reliable?

____ 3. Do these persons provide informed opinions?

____ 4. Do these persons' statements determine what is true?

5. Write three examples, not included above, of persons who made reliable statements. Write a statement for each person.

Persons	Statements

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Learning Activities to Develop Skills in Geography

11. Map Directions

Description: Map directions are usually compass points or grid marks on a map. The four major compass points are: North, South, East, and West. These are called cardinal directions. The four minor compass points are: Northeast, Southeast, Southwest, and Northwest. These are called intermediate directions. On most maps, North is located at the top and South at the bottom. East is located to the right and West to the left. A "good" map indicates locations of cardinal direction. A "better" map indicates locations of intermediate directions. Some maps also include grid marks. The major grid marks are letters and numbers. Letters are placed vertically in the margin of the map. Numbers are placed horizontally at the top or bottom of the map. Places on a map with grid marks are identified by letter and number in an index.

Examples:

Test Yourself:

I. Identify the cardinal and intermediate directions on the map noted above. Place grid marks on the map. Determine the answers to the following statements. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. North is an intermediate direction.

____ 2. Another name for grid marks is compass points.

____ 3. The four major compass points are Northeast, Southeast, Northwest, and Southwest.

____ 4. Grid marks are indicated by cardinal directions.

____ 5. Numbers used as grid marks are placed at the top or bottom of a map.

II.

Use an atlas to answer the following questions:

_____ 1. What ocean borders the United States on the east?

_____ 2. What state is north of Iowa?

_____ 3. What are the grid marks indicating the location of Des Moines, Iowa?

_____ 4. What intermediate direction is Wisconsin located from Iowa?

5. Make a map of six blocks in which your house is located. Mark the cardinal and intermediate directions. Identify the location of your house with grid marks. Draw your map below.

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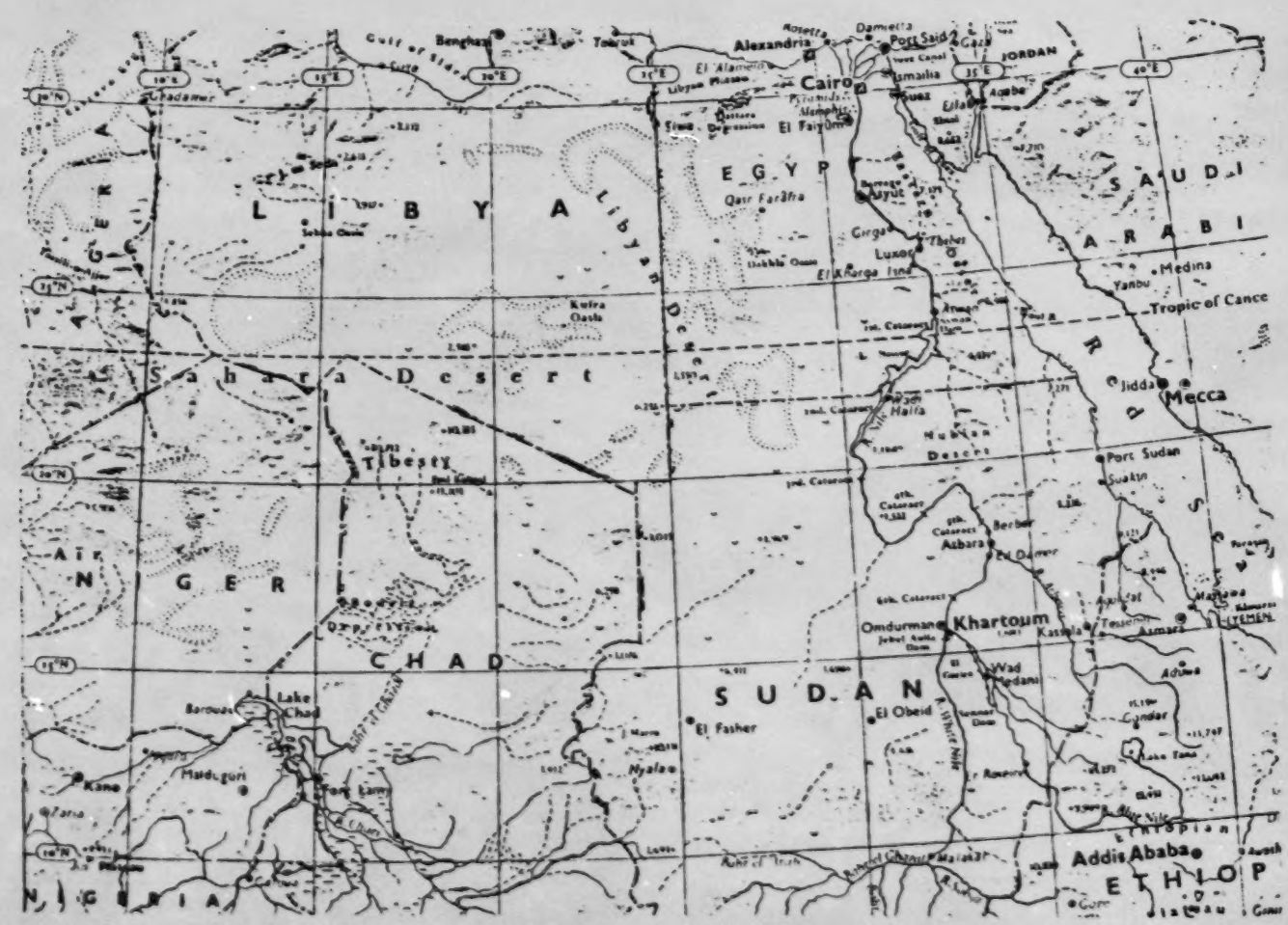
12. Map Keys

Description: A map key is usually located in a corner of a map. It indicates the meaning of symbols and scale of distance used on a map. Many different symbols may be used. Some may be abbreviations. Others may be pictures or colors. All symbols are identified in the key by noting an example of each symbol with a brief explanation. Also included in a map key is a scale of distance. The scale indicates distance from one location to another by representative units of measurement. The scale is identified in the key by noting the equivalent of each unit. The scale of distance and symbols used on the map are placed in a box drawn by the map maker.

Examples:



Test Yourself:

I. Make a key for the above map. Place the key in a corner of the map. Determine the answers to the following statements. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Symbols in a map key indicate the scale of distance.

____ 2. Symbols may be abbreviations, pictures, or colors.

____ 3. Commonly understood symbols need not be identified in a map key.

____ 4. The scale of distance in a map key is stated in units of metric measurement.

____ 5. A map key may be placed anywhere on the map.

II.

1. Use a map of Africa and find five symbols and the scale of distance. Draw the symbols and scale below. Note a brief explanation of the symbols.

Symbols		Brief Explanation
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____

Determine the scale of distance. Note the scale and unit of measurement below:

Scale		Unit of Measurement
_____	=	_____

Answer the following questions from the map.

____ 2. What is the capital of Libya?

____ 3. What is the major mountain range located in northwest Africa?

____ 4. How far is Lagos from Zaire?

5. Write the title of your atlas below:

_____

13. Places in the "News"

Description: Places in the "news" are places noted in reports by newspapers, newsmagazines, radio, and television. Some places are more often noted than other places. These places may seem more important than they really are. The reporter's choice of these places reflect bias, human interest, and ignorance of other important places. As a result, these places are more visible. Located on a map, more visible places distort the real world. Places in the "news" may not be significant places.

Examples:

Group 1	Group 2
London	Viet Nam
Moscow	Soviet Union
Saigon	China
Paris	Israel
Rome	West Germany
Bonn	Congo
Tokyo	Laos
New Delhi	Pakistan
Hong Kong	India
Berlin	Indonesia
Cairo	France
Jerusalem	Lebanon
Peking	Ghana
Geneva	South Africa
Hanoi	Jordan
Athens	Italy
Beirut	Rhodesia
Leopoldville	Taiwan
Warsaw	Algeria
Seoul	Nigeria
Vienna	Britain

Test Yourself:

I. In the list noted above, circle 10 places which have been noted in the "news." Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. Group 1 is a list of visible cities.

____ 2. Group 2 is a list of visible countries.

____ 3. The circled places have been noted in the "news."

____ 4. Places in Europe seem more visible than places in Asia in Group 1.

____ 5. Places in Africa seem more visible than places in Central and South America in Group 1.

II.

1. Choose 5 of the circled places and note them below. Identify one event which made each place newsworthy.

Places	Events
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Answer the following questions with a "yes" or "no."

____ 2. These places were noted in the news for their human interest.

____ 3. These places are located in the United States.

____ 4. These places are significant places today.

5. Imagine a map of the world drawn according to these places. Does this map distort the real world? Give a reason for your answer.

_____

_____

14. Similar Places

Description: Similar places are places which share one or more features in common. These features may include climate, size, type of government, amount of industry, and relative importance. Places with two or more features in common are probably similar in other features. Places with more features in common are more similar than places with less features in common. Similar places are compared to each other. Places with less features in common are different places. Different places are contrasted to each other. Further investigation is required to determine if places are actually similar or different.

Examples:

Group 1	Group 2
Spain, Panama, Chile, Cuba, USSR	east, west, north, southwest, south
Washington D.C., Sao Paulo, New Delhi, Cairo, Peking	Boston, New York City, Chicago, Quebec, Seattle
Pakistan, Japan, Korea, Tanzania, Iran	Des Moines, Lansing, Minneapolis, Austin, Sacramento
Earth, Mars, Moon, Mercury, Saturn	Asia, Africa, Middle East, Eruope, North America

Test Yourself:

I. In the above list, four places share several features. One place does not share these features. Circle the places which does not share these features. Determine the answers to the following questions. Mark a + if the answer is true. Mark a 0 if the answer if false.

____ 1. Places in Group 1 and Group 2 are similar places.

____ 2. Places in Group 1 are nations and cities.

____ 3. Places in Group 2 are continents and cities.

____ 4. A feature common to Group 1 is climate.

____ 5. Circled places are places which are not similar places.

II.

1. List 5 circled words below. Identify three other places which have a common feature with the circled word. Note the places and common features below:

Circled Word		Similar Places		Common Feature

Using each group of four places, answer the following questions with a "yes" or "no."

____ 2. Do the four places in each group share a common feature?

____ 3. Is more investigation required before concluding the four places in each group are alike?

____ 4. Identify below 2 other places not included above.

____ 5. Note below an important feature. Identify three other places which share this feature.

Places	Important Feature		Similar Places	

15. Where Did It Happen?

Description: Places are important facts of geography. Places indicate where important events occurred. They may be indicated by city, county, state, region, nation, and continents. They may also be indicated by natural features including mountains, deserts, bodies of water, climate, and man-made features including transportation systems, and buildings. Different people use different names for the same places. As a result, names of places are not always precise indicators of where events occurred. Recall of a minimum number of places is required for mastery of geography. An event is always identified by where it did happen.

Examples:

Group 1	Group 2	Group 3
the states of the United States	Continents	Germany
member nations of the United Nations	Oceans	Italy
major cities of the world	Rivers	Great Britain
Interstate Highways	Islands	Ireland
military allies of the United States	Regions	Austria & Hungary
		U.S.S.R.
		Scandinavia
		Other Europe
		Canada
		Mexico
		Other America
		Asia
		Africa

Test Yourself:

I. In each group, circle two places where important events occurred. Note below the places, a specific example of the place, and one event which occurred at each place.

Places	Examples	Important Event

Determine the answers to the following questions. Mark + if the answer is true. Mark a 0 if the answer is false.

____ 1. Places in group 1 are natural features.

____ 2. Places in group 2 are not places where important events occurred.

____ 3. Important events occur in places indicated by natural features and man-made features.

____ 4. The names of the circled places are precise indicators where events occurred.

____ 5. Events need not be identified by where they occurred.

II. Listed in Group 3 are the homelands of immigrants to the United States. Locate the places on an outline map. Label the major features on the map. Answer the following questions:

_____ 1. What is the important event indicated by the information?

_____ 2. Which continent probably was the homeland of most immigrants?

_____ 3. Which ocean was probably crossed by most immigrants?

_____ 4. Name a homeland which is not a nation today.

_____ 5. Name a homeland which is not a nation nor a continent.

Learning Activities to Develop Skills in History

16. Curses

Description: Curses are statements calling for harm to come to someone. They are made by people who believe time is a grim reaper. These people believe curses are facts. Other people do not believe time is a grim reaper. To these people, curses are myths. To determine if courses are facts or myths, their effects require study. If a person suffers ill effects after being cursed, then the curse is a fact. If a person suffers no ill effects after being cursed, then the curse is a myth. Determining myths from facts is a necessary skill in learning from history.

Examples:

According to a recent television program, "The Mummy's Curse," scientists discovered a tablet during the excavation of the tomb of the Pharaohs. The tablet said: "Death will slay with his wings whoever disturbs the rest of the Pharaoh." Since then, whoever has participated in the excavations died soon afterwards due to the "Mummy's Curse." The names, death dates, ages of death, and years of life after participating in the excavations of ten scientists are noted below.

Name	Died	At Age	Yrs. After Excavation
George Bendite	1926	69	3
Prof. James H. Breasted	1935	70	12
Bernard Bruyere	1965+	80+	42+
Jean Capart	1947	70	24
Howard Carter	1939	66	16
Dr. Douglas Derry	1939	80+	16
Sir Alan Gardiner	1965+	80+	42+
Pierre	1965	92	42
Gustave Lefebvre	1957	78	34
A. M. Lythgoe	1934	66	11

Test Yourself:

I. Draw a line through the names of the scientists who died soon after opening the tomb of the Pharaoh. Determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 is the statement is false.

____ 1. The "Mummy's Curse" called for harm to come to someone.

____ 2. The television program presented "The Mummy's Curse" as a fact.

____ 3. The "Mummy's Curse" is a myth.

____ 4. The death of the ten excavators was probably due to natural causes.

____ 5. Curses are myths rather than facts.

II.

1. Describe two myths which many people believe One (#1) description is to be of a myth held by people who believe time is a grim reaper. The other (#2) description is to be a myth held by people who believe time is a helping hand. Write your descriptions below.

#1 #2

Answer the following questions with a "yes" and "no."

____ 2. These descriptions are not facts.

____ 3. Myths are held by many people.

____ 4. The statement "Time solves all problems" is a myth.

____ 5. The statement "Time is a grim reaper" is a myth.

17. Dates

Description: Dates are important facts of history. Dates indicate when an important event occurred. Dates may be indicated by month, day, year. In American books, dates are usually identified according to the new Christian calendar. A common practice is to omit the designation of A.D. in identifying modern dates. Different people use different calendars. As a result, dates are not always precise indicators of when events occurred. Dates are useful in organizing the sequence of events. Dates are also useful for distinguishing cause from effect among events. Recall of a minimum number of dates is required for mastery of history. Everyone needs to cultivate a garden of dates.

Examples:

Group 1	Group 2	Group 3
1492	1787	1898
1620	1812	1917
1763	1820	1933
1776	1861	1941
1789	1869	1950

Test Yourself:

I. In the above list, dates in Group 1 are known to most elementary students. Dates in Group 2 are known to most junior high school students. Dates in Group 3 are known to most senior high school students. Circle 2 dates from each group. Write the dates below and identify each with an event.

Dates	Events

Determine if the following statements are true or false about these dates. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. These dates are important facts of history.

____ 2. These dates are identified according to the new Christian calendar.

____ 3. These dates are identified by month, day, and year.

____ 4. Everyone would probably agree that these events occurred on these dates.

____ 5. These dates indicate where the events occurred.

II. 1. Choose 2 other dates from each group. Use a history book and determine an important event which occurred on each date. Write the dates and events below.

Dates	Events

Answer the following questions with a "yes" or "no."

____ 2. These dates indicate when the events occurred.

____ 3. These dates are identified by year.

____ 4. These dates are examples of true facts in history.

____ 5. These dates are examples known to most junior high school students.

18. Primary and Secondary Sources

Description: Sources of information can be divided into two groups. One group includes original sources. They are "first-hand accounts." They provide eyewitness information about an event when it happened. These sources are classified as primary sources. The second group includes sources which are not original. They are "second-hand accounts." They provide other than eyewitness information about an event. These sources are classified as secondary accounts. Primary and secondary are useful as sources of facts. They are not sources of fiction. Fiction is not a source of information which can be classified as a primary or secondary source.

Examples:

Group 1	Group 2
Gone With the Wind by Margaret Mitchell	Hitler's autobiography
Biography of George Washington	The Original Story of Snoopy by Charlie Brown
An Almanac	A copy of the Panama Treaty
An Encyclopedia	An article in a news magazine about famous past Presidents
A Map Used by Columbus	A Dictionary
	Definition of a term in a glossary

Test Yourself:

I. Circle the primary sources listed above. Underline the secondary sources. Label with the letter F any source which is fiction. Determine if the following statements are true or false about these sources. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. All of the sources are primary or secondary sources.

____ 2. Each of the underlined sources is a first hand account.

____ 3. Each of the circled sources are written by a person involved in the event described by the source.

____ 4. Unlike fiction, primary and secondary sources are true accounts.

____ 5. A history textbook is a secondary source.

II.

1. Make a list of the secondary sources underlined above. Change the title of the source to indicate, if actually written, a primary source of information.

(A) List of Secondary Sources	(B) Changes into Primary Sources

Using the sources listed in (B), answer the following questions with a "yes" or "no."

____ 2. Does list (B) indicate first-hand accounts?

____ 3. Does list (B) indicate the author was involved in the event described by the source?

____ 4. Does list (B) include examples of fiction?

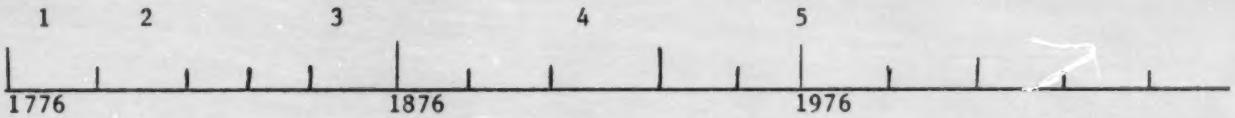
____ 5. Use the library and make a list of 5 primary sources and 5 secondary sources not included above.

Secondary Sources	Primary Sources

19. Time Lines

Description: A time line identifies events on a line. The line may be vertical or horizontal. The line is divided into equal units. These units represent the same number of years. Years are marked on the line. Each event is identified on the line by a date and label. The label may be several words which identify the event. OR, the label may be a letter or number which identifies the event by a key placed below the line.

Examples:



Key

1 = The United States is recognized as an independent nation by the Treaty of Paris (1783).

2 = Lousiana Territory is purchased from France by the United States (1803).

3 = Civil war occurs in the United States (1861-1865).

4 = The United States becomes involved in World War I (1917).

5 = The United States celebrates its bicentennial (1976).

Test Yourself:

I. Use the time line and determine if the following statements are true or false. Mark a + if the statement is true. Mark a 0 if the statement is false.

____ 1. The time line is an example of a vertical time line.

____ 2. The time line is divided into equal units of five years.

____ 3. Each event on the time line is identified by a date.

____ 4. Each event on the time line is identified by a label.

____ 5. If complete, the last year on the time line would be 2096.

II.

1. Make a horizontal time line which identifies 5 important events during your life time. Draw the time line below.

Using your time line, answer the following questions with a "yes" or "no."

____ 2. Is the time line divided into equal units?

____ 3. Is each event on the time line identified by a date?

____ 4. Is each event on the time line identified by a label?

____ 5. Is each label correct?

For each "no" answer, correct your time line. Change your "no" answer to "yes."

20. What's Happening Now?

Description: What's happening now is our current events. Current events are events reported in current newspapers, magazines, radio, and television. The reports are usually written by a staff member or result from a special service provided by a major newspaper, magazine, or media network. Two major news gathering agencies are the Associated Press (AP) and the United Press International (UPI). Their reports are used by most sources of current information. Reports on current events may be accurate or inaccurate. Topics of the reports may be important or unimportant. Sources of the reports are identified by author, "title" of the report; title of the medium in which the report was made; page number, or channel number and program name.

Examples:

CLARE LUCE'S ILLNESS IS TRACED TO ARSENIC DUST IN ROME VILLA

Mrs. Luce, United States Ambassador to Italy, suffered from symptoms of anemia and fatigue that disappeared when she was absent from her post in Rome, but recurred as soon as she returned to it. Hospital tests disclosed that she was the victim of arsenic poisoning. Who was administering the poison? Investigation has brought out that the arsenic paint on the roses adorning her bedroom ceiling was the source of the poison. Minute flakes of the paint were dislodged by people walking in the laundry above and drifted down, to be inhaled by the Ambassador or swallowed with her morning coffee. Skillful detection by the Central Intelligence Agency found the cause of the trouble. It was announced that steps had been taken to remove it.

Test Yourself:

I. Read the current event report noted above. Underline the "facts" which make the report seem accurate. Determine the answers to the following questions. Mark a + if the answer is true. Mark a 0 if the answer is false.

____ 1. The source of the report is identified.

____ 2. The report was written by the Associated Press.

____ 3. The topic of the report is important.

____ 4. One expects a United States Ambassador would live in a house with paint so old as to flake off whenever someone walked in a room above.

____ 5. The Department of State said it removed the cause of the trouble.

II. Later reports about this current event noted conflicting "facts." In one report, Mrs. Luce said the poisoning occurred a year earlier than reported. In another report, her doctor denied making any tests for arsenic. In trying to decide what did happen, would you:

1. deny anything happened?
2. accept the original current event report because it appeared in a reputable newspaper?
3. reject the original current event report because it doesn't seem likely to have happened?
4. suspend judgment until more information appears?
5. try to determine for yourself if the report is true?

Circle your choice and provide a reason below:

_____

_____

_____

_____

Table A

Table of Specifications for Checklist

Skill Type

Skill Content	Elementary	Secondary	(Total)
Social Studies Reading	1-15	16-20	20
Social Studies Comprehension	21-35	36-40	20
Interpreting Maps and Globes	41-55	56-60	20
Understanding Time and Chronology	61-75	76-80	20
Using Reference Books	0	81-100	20
(Total)	60	40	100

Checklist of Social Studies Skills

I

In getting formation, can you identify:

1. the author?
2. The title of an article or chapter?
3. the title of a book, film, and newspaper?
4. the place of publication?
5. the publisher?
6. the date of publication?
7. the sections of a publication with a table of contents?
8. charts and illustrations in a publication with a list?
9. special words in a publication with glossary?
10. topics in a publication with an index?
11. sources in the card catalog by author, title, or subject?
12. sources in newspapers and magazines?
13. pamphlets and clippings in the vertical file?
14. encyclopedias?
15. almanacs?
16. keywords which communicate ideas?
17. words expressing bias?
18. social studies terms?
19. important facts?
20. answers to who, what, where, when, how, why? questions?

II

In using information, can you interpret:

21. charts?
22. graphs?
23. political cartoons?
24. photographs?
25. an outline of a topic?
26. a summary of an article?
27. book reviews?
28. a bibliography of sources?
29. fiction?
30. opinion?
31. propaganda?
32. fallacies?
33. contrasts and comparisons?
34. logical reasoning?
35. computer printouts?
36. flow charts?
37. "objective" questions?
38. value judgments?
39. biographies and autobiographies?
40. the reliability of sources?

III

In learning from geography can you identify and interpret?

41. cardinal directions?
42. intermediate directions?
43. grid marks?
44. longitude?
45. latitude?
46. scale of distance?
47. symbols?
48. political maps?
49. population maps?
50. physical maps?
51. satellite maps?
52. topographic maps?
53. transportation maps?
54. atlases?
55. globes?
56. directions on a map?
57. a key on a map?
58. places in the "news"?
59. similar places?
60. important events by locations?

IV

In learning from history, can you identify and interpret:

61. time by a clock?
62. time by a calendar?
63. time by the months?
64. time by the seasons?
65. time by the time zones?
66. time by the centuries?
67. A.D. and B.C.?
68. ancient time?
69. medieval time?
70. modern time?
71. prehistoric time?
72. geologic time?
73. present?
74. past?
75. future?
76. history and myth?
77. important events by dates?
78. primary and secondary sources?
79. time lines?
80. current events?

V

In using references, can you locate information in the:

81. Album of American History?
82. American Heritage Index?
83. Annals of America?
84. Atlas of American History?
85. Black American Reference Book?
86. Current Biography?
87. Des Moines Register Index?
88. Dictionary of American History?
89. Dictionary of American Biography?
90. Documents on American History?
91. Encyclopedia of American History?
92. Encyclopedia of World History?
93. Facts on File?
94. Hammond World Atlas?
95. Readers' Guide?
96. Statesman's Yearbook?
97. Statistical Abstract?
98. Who's Who in America?
99. Who Was Who in America?
100. World Almanac?

Table B

Table of Specifications for Test

Skill Level

Skill Content	I	II	(Total)
Using Reference Books	1, 2, 3, 9, 10	4, 5, 6, 7, 8	10
Social Studies Reading	12, 13, 16, 19, 20	11, 14, 15, 17, 18	10
Social Studies Comprehension	21, 24, 26, 27, 30	22, 23, 25, 28, 29	10
Interpreting Maps and Globes	31, 32, 34, 46, 39	33, 35, 37, 38, 40	10
Understanding Time and Chronology	44, 45, 47, 48, 49	41, 42, 43, 46, 50	10
(Total)	25	25	50

Social Studies Skills Test

1. A useful source for a history of Abraham Lincoln is:

   A. an atlas;

   B. an almanac;

   C. an encyclopedia;

   D. a history textbook.

2. A list of sources is called a/an:

   A. autobiogrpahy;

   B. bibliography;

   C. primary sources;

   D. secondary sources.

3. Information about the current population of nations in Europe is found in a/an:

   A. European history textbook;

   B. world almanac;

   C. dictionary of nations;

   D. encyclopedia.

4. To determine quickly if a book has information on the Mexican Revolution, one looks at the book's:

   A. introduction;

   B. summary;

   C. glossary;

   D. index.

5. The following sources are listed in the card catalog except:

   A. primary sources;

   B. secondary sources;

   C. filmstrips and records;

   D. materials in the vertical file.

6. What is the best reference for brief information about current American leaders?

   A. Who's Who in America;

   B. Dictionary of Biogrpahy;

   C. World Almanac;

   D. Encyclopedia Americana.

7. What is the best reference to determine the territory covered by Lewis and Clark?

   A. Dictionary of American Biography;

   B. Dictionary of American History;

   C. Official State Handbook;

   D. Who Was Who in America?

8. What is the best reference to find out the title of a recent article in Time regarding United States foreign policy in Latin America?

   A. Bartlett's Familiar Quotations;

   B. Facts on File;

   C. Editorials on File;

   D. Readers' Guide.

9. What is the best reference to use for comparing North America in size with Australia?

   A. an atlas;

   B. a globe;

   C. the Annals of America;

   D. Album of American History.

10. What is the best reference for primary sources in American history?

   A. a collection of documents;

   B. a collection of photographs;

   C. a collection of newspaper clippings;

   D. a collection of statistics.

11. Important facts can be more efficiently recalled by:
    A. memorizing the assigned reading;
    B. writing notes for review;
    C. rereading the textbook;
    D. making a list.
12. Answers to "where" questions usually include information about:
    A. dates;
    B. locations;
    C. reasons;
    D. significant persons.
13. In a textbook, social studies terms are usually defined in a/an:
    A. index;
    B. glossary;
    C. table of contents;
    D. appendix.
14. Keywords are words which communicate:
    A. bias;
    B. attitudes;
    C. major beliefs;
    D. when an event occurred.
15. Sexist words are words which communicate attitudes about:
    A. males and females;
    B. Christians and Jews;
    C. Americans and Chinese;
    D. poor and wealthy.
16. Keywords are words which describe:
    A. government;
    B. economy;
    C. everyday life;
    D. all of the above.

17. Batman, buck, chick, and shrinking violet are:

    A. keywords;

    B. sexist words;

    C. dirty words;

    D. social studies terms.

18. Probably the best way to recall the meaning of terms is to:

    A. memorize the definition given by the textbook;

    B. make up a definition in your own words;

    C. reread the chapter before a test;

    D. consult the dictionary.

19. Important facts are often indicated by:

    A. a list of illustrations;

    B. the appendix in a textbook;

    C. words printed in bold print;

    D. the preface to a book.

20. Answers to "when" questions usually include information about:

    A. dates;

    B. locations;

    C. reasons;

    D. significant persons.

21. Books written by someone to describe another person's life are called:

    A. autobiographies;

    B. biographies;

    C. fiction;

    D. primary sources.

22. Which of the following is arranged in logical order:

    A. time line;

    B. symbols on a map key;

    C. terms in a glossary;

    D. steps in a flow chart.

23. In rating something, one gives a/an:

    A. factual description;

    B. opinion;

    C. value judgment;

    D. logical conclusion.

24. Good "objective" questions which have:

    A. more than one answer;

    B. several answers;

    C. only one answer;

    D. true/false answers.

25. A reliable source of information is a source which is:

    A. said to be true;

    B. a result of experimentation;

    C. recognized to be worthwhile;

    D. accepted as having knowledge.

26. Steps in a flow chart are indicated by:

    A. dates;

    B. places;

    C. symbols;

    D. grid marks.

27. Short answer questions are answered with:

A. true or false;

B. the best possible answer;

C. the correct match;

D. a few words.

28. Value judgments are made when determining:

A. the fact of a matter;

B. a logical solution;

C. whether a source is primary or secondary;

D. whether something is good or bad.

29. Andrew Jackson is to Abraham Lincoln as John F. Kennedy is to:

A. Harry Truman;

B. Dwight Eisenhower;

C. Andrew Johnson;

D. Richard Nixon.

30. A source of information which provides consistent information is said to be:

A. factual;

B. good;

C. reliable;

D. valid.

31. In a map key, a scale is helpful in determining:

A. direction;

B. distance;

C. elevation;

D. location.

32. Places in the "news" are reported by:

A. newspapers;

B. radio;

C. television;

D. all of the above.

33. In a map key, grid marks are helpful in determining:

    A. direction;

    B. scale;

    C. elevation;

    D. location.

34. From Iowa, California is:

    A. north;

    B. south;

    C. east;

    D. west.

35. Broadway, Times Square, the Statue of Liberty, and Wall Street are located in:

    A. Boston;

    B. Philadelphia;

    C. Los Angeles;

    D. New York City.

36. Asia, Africa, and North America are examples of:

    A. continents;

    B. places in the "news";

    C. allies of the United States;

    D. the "third world."

37. A new suburban residential area would most likely be located near the intersection of:

    A. a railroad and a river;

    B. a railroad and a major highway;

    C. a canal;

    D. two freeways.

38. Which place does not belong in the following group: Scotland, Brittany, Wales, and England?

    A. Scotland;

    B. Brittany;

    C. Wales;

    D. England.

39. Cardinal directions are:

    A. major compass points;

    B. minor compass points;

    C. intermediate compass points;

    D. northeast, southeast, northwest, southwest.

40. More often reported places in the "news" are located in:

    A. Asia;

    B. Africa;

    C. Europe;

    D. South America.

41. Curses are examples of:

    A. facts;

    B. opinions;

    C. attitudes;

    D. myths.

42. A primary source of information is a source written:

    A. before an event;

    B. at the time of an event;

    C. after an event;

    D. by a historian.

43. On a time line of American history, one inch was equivalent to the time from the discovery of America by Columbus to the founding of Jamestown by the English. How many inch(es) would be equivalent to the time from the Declaration of Independence to the year 2006?

A. 1 inch;

B. 1½ inches;

C. 2 inches;

D. 2½ inches.

44. A time line is used to identify:

A. population;

B. rainfall;

C. dates;

D. cities.

45. Current events are events described by:

A. almanacs;

B. newspapers;

C. history books;

D. the mass media.

46. The year 1000 began:

A. at Christmas;

B. at Easter;

C. September 1;

D. all of the above.

47. Regular means of instant communication between the United States and Europe were not available until:

A. the end of the 18th century;

B. the second half of the 19th century;

C. early in the 20th century;

D. middle of the 21st century.

48. An example of a secondary source is:

    A. telecast of a football game;

    B. Dictionary of American Biography;

    C. newspaper reporter's report on an interview;

    D. the Declaration of Independence.

49. Which of the following periods was/is longer:

    A. period of ancient history;

    B. period of medieval history;

    C. period of modern history;

    D. period of United States history.

50. All of the following are myths about time except:

    A. time will solve the problem;

    B. time is a grim reaper;

    C. time can be organized by dates;

    D. time is measured in the same way by everyone.

Table C

Test Answer Key

Item Number	Answer
1	C
2	B
3	B
4	D
5	D
6	A
7	B
8	D
9	A
10	A
11	B
12	B
13	B
14	C
15	A
16	D
17	B
18	B
19	C
20	A
21	B
22	D
23	C
24	C
25	D
26	C
27	D
28	D
29	D
30	C
31	B
32	D
33	D
34	D
35	D
36	A
37	D
38	B
39	A
40	C
41	D
42	B
43	C
44	C
45	D
46	D
47	C
48	B
49	A
50	C

Table D

Corresponding Items According to Learning Activities

Learning Activity Number	Checklist Item Number	Test Item Number	
1	16	14	16
2	17	15	17
3	18	13	18
4	19	11	19
5	20	12	20
6	36	22	26
7	37	24	27
8	38	23	28
9	39	21	29
10	40	25	30
11	56	34	39
12	57	31	33
13	58	32	40
14	59	35	38
15	60	36	37
16	76	41	50
17	77	46	49
18	78	42	48
19	79	43	44
20	80	45	47

Notes

1 National Assessment of Educational Progress Changes in Social Studies Performance, 1972-1976 (Denver, Colorado: National Assessment of Educational Progress, 1978) pages 17-18.

2 Illustrative programs are described by June R. Chapin and Richard E. Gross Teaching Social Studies Skills (Boston: Little, Brown and Company, 1973) and Jack Cousins Status and Effectiveness of Social Studies Skills Programs 1976 ED 137208.

3 Barry K. Beyer describes several implications of emphasizing basic skills for the classroom in Back-To Basics (Boulder, Colorado: Social Science Educational Consortium, 1977). A different perspective is provided by Barbara J. Winston and Charlotte C. Anderson in Skill Development in Elementary Social Studies (Boulder, Colorado: Social Science Education Consortium, 1977).

4 The 1963 Yearbook of the National Council for the Social Studies (Washington, D.C.: NCSS, 1963) identifies these shared and primary skills. Some of these skills are discussed in the 1967, 1970, 1975, 1976, and 1977 Yearbooks.

5. These procedures follow closely the Oregon Direct Instruction model derived from recent correlational studies on reading and mathematics instruction in the elementary grades. This model is described by Barak Rosenshine and Linda Meyers in "Staff Development for Teaching Basic Skills" Theory Into Practice, June 1978, pages 267-271.

6 Some items are from "Selected Items for the Testing of Study Skills and Critical Thinking" Bulletin 15 (Washington, D.C.: NCSS, 1971).

References

Learning Activity Number	Learning Activity Title	Reference
1	Keywords	Raymond Williams Keywords (New York: Oxford University Press, 1976).
2	Sexist Words	Mary W. Mathews "A Teacher's Guide to Sexist Words" Social Education, May 1977, pages 389-397.
3	Terms	C. Glennon Rowell "Vocabulary Development in the Social Studies" Social Education, January 1978 pages 10-14.
4	Important Facts	Charles R. Poinsatte and Bernard Norling Understanding History Through the American Experience (Notre Dame: University of Notre Dame, 1976) Chapter 2.
5	Who, What, Where, How, and Why Questions	Norris M. Sanders Classroom Questions (New York: Harper & Row, 1966).
6	Flowcharts	Les Solomon "'Bottle Bill' Activities for the Classroom" Journal of Geography, December 1977, pages 266-270.
7	"Objective" Questions	Norman E. Gronlund Preparing Criterion-referenced Tests for Classroom Instruction (New York: Macmillan, 1973).
8	Ratings	National Council for the Social Studies Yearbook 41 (Washington, D.C.: NCSS. 1971).

Learning Activity Number	Learning Activity Title	Reference
9	Significant Persons	Committee on American History in Schools and Colleges Report (New York: Macmillan, 1944).
10	Who Says So?	Wisconsin Tests of Testimony and Reasoning Assessment Practical Paper 6 (Madison, Wisconsin: University of Wisconsin Center for Cognitive Learning, 1969).
11	Map Directions	National Council for Geographic Education "Map and Compass Skills for the Secondary School" Instructional Activities Series 18 (Chicago: NCGE, 1976).
12	Map Keys	Robert P. Larkin and Roger Schoenstein How to Teach Map and Compass Skills (Washington, D.C.: National Science Teachers Association, 1976).
13	Places in the "News"	R. C. Fields "Geography through the News" Journal of Geography February 1973, pages 7-8.
14	Similar Places	Alice C. Andrews "The Concept of Analogy in Teaching Geography" Journal of Geography September/ October 1977, pages 167-169.
15	Where Did It Happen?	National Council for Geographic Education "Globes - Maps" Topics in Geography 4 (Chicago: NCGE, 1971).

Learning Activity Number	Learning Activity Title	Reference
16	Curses	James Randi "King Tut's Revenge" Humanist, March/April 1978, pages 44-47.
17	Dates	Committee on American History in Schools and Colleges Report (New York: Macmillan, 1944).
18	Primary and Secondary Sources	National Council for the Social Studies "Teaching World History" Bulletin 54 (Washington, D.C.: NCSS, 1978) Chapter 5.
19	Time Lines	National Council for the Social Studies "How to Develop Time and Chronological Concepts" How To Do It Series 22 (Washington, D.C.: NCSS, 1960).
20	What's Happening	Robin W. Winks, editor The Historian as Detective (New York: Harper & Row, 1968) Chapter 11.

THERE'S THE "ATLANTIC" AND HERE'S THE "ARCTIC" OCEAN... I DON'T SEE ANY "SPECIFIC" OCEAN —WHERE'S THE SPECIFIC?